

BULLETIN
OF THE
UNIVERSITY OF TEXAS

1916: No. 9

FEBRUARY 10

1916

Schoolhouse Meeting
The Valentine and Washington's Birthday
Celebrations

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Published by the University six times a month and entered as
second-class matter at the postoffice at

AUSTIN, TEXAS

The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston.

Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

Mirabeau B. Lamar.

THE WASHINGTON'S BIRTHDAY CELEBRATION

The Aim of Patriotic Celebrations.—The aim of patriotic celebrations is to teach the child to honor the memory of men and women of brave deeds and noble ideals and to cherish the ideals that led to their greatness. These celebrations also serve to promote the spirit of loyalty and comradeship in a united effort for better things for school, home, and country.

Since the life of each great historical character is closely connected with that period of his country's history in which he lived, the study of the life of Washington means the study of the Revolutionary period of American history. To the classes in United States history, then, should be given much of the responsibility for planning and presenting celebrations of birthdays of our national heroes. The class president, with the help of the teacher, can select committees on program, decoration, and general arrangements.

General Suggestions for Programs.—Decorate the school room with flags and bunting. Let the school flag wave in honor of the day. Have the boys wear on the lapels of their coats small flags or tiny cardboard hatchets decorated in red, white, and blue baby ribbon. Rosettes of red, white, and blue baby ribbon may be used in the same way. The girls should wear these decorations in their hair, and in addition wear the ribbon as head bands. At any rate, make much of the national colors everywhere and in every way possible. Hang a portrait of Washington draped with a flag in the front of the room. Write on the blackboard beneath the picture, the dates of his birth and death, and fill the remaining space with suitable mottoes, stencils, and quotations.

The program for this occasion should be based upon work done in school. In addition to the local text-book on history, other sources of interesting information and vitalizing material can be found in a good school library, which ought to contain histories by such authors as Fiske, Hart, Irving, and Scudder. The teacher's private library, and collections of articles and pictures from magazines and newspapers should also be very helpful in working out suitable numbers for the celebration program. Pupils will take up this work with interest and enthusiasm. No

more valuable review of class work in history could be provided than an instructive and entertaining public program.

Programs may consist entirely of patriotic songs, concert recitations, stories, with or without tableaux, arranged from material given in this bulletin.

A PROGRAM ILLUSTRATED BY TABLEAUX OR STEREOPTICON

The program suggested in the following pages is best given at night, as the historical sketches and songs are to be illustrated by stereopticon or tableaux. *The history sketches are to be worked out by the pupil under the direction of the teacher in the form of brief and interesting addresses.*

The songs must be committed to memory in order that they may be sung when the lights are turned out. Do not hesitate to add to this program more songs or any other musical features that might increase the bouyancy of the occasion. Some of the patriotic airs played by the school band will be very appropriate.

If a stereopticon is not available, a series of tableaux may be substituted. This will mean hard work for the teacher. The interest taken in this work by the pupils though will warrant fully all efforts. During the presentation of the tableaux, if no historical sketch is suggested, music of some kind should be rendered. The program may, of course, be given without either slides or tableaux. In case the illustrations are omitted, care must be exercised that the program does not become tiresome. The teacher must look after all matters of this kind.

All numbers that are starred on the following program are to be written by the pupils. These articles should be short,—from 200 to 400 words each and committed to memory.

PROGRAM

1. Music. Selections from the following, sung by the school:
“The Land We Love,” Brewer’s High School Song Book, Orville Brewer Pub. Co., Chicago, Ill., price 15c. “Battle Hymn of the Republic.” (In any school book.) “Hail Columbia, Happy Land.” (In any school song book. †Concert Recitation: Scott’s “Love of Country.”)

†See page 7.

2. †“The Little Patriots”: (Exercise by twelve little boys.)
3. †Concert Recitation: “Crown our Washington,” or
“Washington’s Birthday.”
4. Song: “George Washington”; tune, “My Maryland.”
(Lights are put out at beginning of last stanza and
slide of Washington’s portrait is shown. One or two
lanterns turned very low should be placed near the
entrance, in order to furnish light when needed.)
5. *Early Life of Washington.”
Slides: Early Home of Washington; The Cherry Tree
Incident; Young Washington as a Peace Maker.
6. *The Young Engineer.
Slides: Washington as Surveyor; Washington on His
Mission to the Ohio, 1753; Washington at Ft.
Duquesne.
7. *Braddock’s Campaign.
Slides: The Indian Incident; Washington’s Court-
ship.
8. *Personal Appearance and Character.
Slides: Portraits of Washington.
9. *Selections from Washington’s Rules of Civility. (By
individual pupils.)
10. *First and Second Continental Congress.
Slides: Washington Going to First Congress. The
Responsibility of the War placed on Washington’s
Shoulders.
*Washington the General.
Slides: Washington Taking Command of the Army
at Cambridge. (Shows condition of army.)
11. Song: “See the Conquering Hero Comes, or “Hail
Columbia.”
12. *Washington and His New York Campaign.
Slide: Retreat from Long Island; The Famous Re-
treat through New Jersey; Washington’s First
Victory.
Slide: Crossing the Delaware.
13. *The Conway Cabal.
Slide: Washington at Trenton.

†See page 7.

14. *Valley Forge.
Slide: The Prayer at Valley Forge.
15. Song: "Tenting on the Old Camp Ground."
Slide: Surrender of Cornwallis.
16. Keller's "National Hym." (One or two stanzas by School.)
17. *Lafayette.
Slide: Lafette's Visit to Washington.
18. *Washington and His Relation to His Generals.
Slides: Washington and His Generals:
*Washington's Farewell to His Officers. (Call attention to those officers with whose portraits the children are acquainted.)
19. *Short Sketch of Origin of U. S. Flag.
Slide: Colored slide of "Old Glory." (Audience rise and sing one stanza of "Star Spangled Banner," or "Red, White and Blue." The children come in with a "Hip! Hip! Hurrah!" while the chorus holds the word "Blue," if the latter song is sung.)
20. *Washington, the President.
Slides: Washington Entering New York; Washington's Inaugural Address; Martha Washington; Lady Washington's Reception.
21. *Washington's Farewell Address.
22. *Washington and His Last Days.
Slides: Washington's Last Interview with His Mother; Lafayette's Visit to Mount Vernon.
23. Audience stand and sing "America."
Slides: Washington's Equestrian Portrait; The Washington Monument. (Turn on the lights while the audience is singing the last stanza.)

This program was given in a rural school by the aid of the stereopticon loaned by the State University. The school purchased its slides from T. H. McAllister, 49 Nassau Street, New York. The slides can be rented from the same firm.

MATERIAL FOR USE IN PROGRAMS

If it is not expedient to follow the program as given on the preceding pages, a new one may be made from the material found on the following pages, supplemented, of course, by selections from other sources.

LOVE OF COUNTRY

Breathes there a man with soul so dead
Who never to himself hath said,
This is my own, my native land?
Whose heart hath ne'er within him burned
As home his footsteps he hath turned
From wandering on a foreign strand?
If such there breathe, go, mark him well:
For him no minstrel raptures swell;
High though his titles, proud his name,
Boundless his wealth as wish can claim,—
Despite those titles, power, and pelf,
The wretch, concentr'd all in self,
Living, shall forfeit fair renown,
And, doubly dying, shall go down
To the vile dust from whence he sprung,
Unwept, unhonored and unsung.

—*Sir Walter Scott.*

THE LITTLE PATRIOTS.

1. Our country's welfare is our first concern,
And who promotes that best, best proves his duty.
2. He who maintains his country's laws
Alone is great; or he who dies in the good cause.
3. The noblest motive is the public good.
4. There can be no affinity nearer than our country.

5. After what I owe to God, nothing should be more dear or more sacred than the love and respect I owe to my country.
6. The patriot's boast, where'er we roam, his first, best country ever is at home.
7. I love my country's good with a respect more tender, more holy and profound than mine own life.
8. Be just, and fear not; let all the ends thou aim'st at, be thy country's, thy God's and truth's.
9. Whene'er our country calls, friends, sons, and sires, should yield their treasure up, nor own a sense beyond the public safety.
10. Our country, however bounded or described—still our country, to be cherished in all our hearts—to be defended by all our hands.
11. Let our object be our country, our whole country, and nothing but our country. And, by the blessing of God, may that country itself become a vast and splendid monument, not of oppression and terror, but of wisdom, of peace, and of liberty, upon which the world may gaze with admiration forever.
12. My country claims my all, claims every passion; her liberty be henceforth all my thought; for her, my life I'd willingly resign, and say with transport that the gain was mine.

—E. E. Littlejohn, "*The Days We Celebrate.*"

CROWN OUR WASHINGTON

The bells of Mount Vernon are ringing today,
And what say their melodious number
To the flag-blooming air? List! What do they say?
"The fame of the hero ne'er slumbers."

The world's monument stands the Potomac beside,
And what says the shaft to the river?
"When the hero has lived for his country, and died,
Death crowns him a hero forever."

The bards crown the heroes, and children rehearse
The songs that give heroes to story.
And what say the bards to the children? "No verse
Can yet measure Washington's glory!"

For freedom outlives the crowns of the earth,
And freedom shall triumph forever;
And time must long wait the true songs of his birth,
Who sleeps by the beautiful river.

—*Hezekiah Butterworth.*

OURS

Napoleon was great, I know,
And Julius Caesar, and all the rest;
But they didn't belong to us, and so
I like George Washington the best.

THE TWENTY-SECOND OF FEBRUARY

Pale is the February sky,
And brief the midday's sunny hours;
The wind-swept forest seems to sigh
For the sweet time of leaves and flowers.
Yet has no month a prouder day,
Not even when the summer broods
O'er meadows in their fresh array,
Or autumn tints the glowing woods.

For this chill season now again
Brings in its annual round, the morn
When the greatest of the sons of men—
Our glorious Washington, was born.
Amid the wreck of thrones shall live
Unmarred, undimmed, our hero's fame;
And years succeeding years shall give
Increase of honors to his name.

—*William Cullen Bryant.*

GEORGE WASHINGTON

(Song: Tune, "My Maryland.")

We sing a hero, brave and true,
Washington, George Washington,
A man to love and honor too,
Washington, George Washington,
Serene and grave and firm and strong
To fight for right and wrong,
A hero worthy of our song,
Washington, George Washington.

We sing one who no evil spake,
Washington, George Washington;
Who suffered much for country's sake,
Washington, George Washington.
When jealous hate with bitter word,
Assailed him, patiently he heard,
And only love of country stirred
Washington, George Washington.

We sing a hero, true and grand,
Washington, George Washington.
Whose strength and wisdom saved our land,
Washington, George Washington.
His name shall still be honored more
As years go by than e'er before,
His praises sounded o'er and o'er;
Washington, George Washington.

THE LIBERTY BELL

There was tumult in the city,
In the quaint old Quaker town,
And the streets were rife with people
Pacing restless up and down;
People gathering at corners,
Where they whispered each to each,
And the sweat stood on their temples,
With the earnestness of speech.

As the bleak Atlantic currents
Lash the wild Newfoundland shore,
So they beat against the State House,
So they surged against the door;
And the mingling of their voices
Made a harmony profound,
Till the quiet street of Chestnut,
Was all turbulent with sound.

“Will they do it?” “Dare they do it?”
“Who is speaking?” “What’s the news?”
“What of Adams?” “What of Sherman?”
“Oh, God grant they won’t refuse!”
“Make some way there!” “Let me nearer!”
“I am stifling!” “Stifle, then;
When a nation’s life’s at hazard,
We’ve no time to think of men!”

So they beat againts the portal,—
Man and woman, maid and child;
And the July sun in heaven
On the scene looked down and smiled;
The same sun that saw the Spartan
Shed his patriot blood in vain,
Now beheld the soul of freedom
All unconquered rise again,

Aloft in that high steeple
Sat the bellman, old and gray;
He was weary of the tyrant
And his iron-sceptred sway;
So he sat with one hand ready
On the clapper of the bell,
When his eye should catch the signal,
Of the glorious news to tell.

See! see! the dense crowd quivers
Through all its lengthy line,
As the boy beside the portal
Looks forth to give the sign!

With his small hands upward lifted,
Breezes dallying with his hair,
Hark! with deep, clear intonation,
Breaks his young voice on the air.

Hushed the people's swelling murmur,
List the boy's strong joyous cry!
"Ring!" he shouts aloud; "Ring! Grandpa!
Ring! Oh, Ring for Liberty!"
And straightway, at the signal,
The old bellman lifts his hand,
And sends the good news, making
Iron music through the land.

How they shouted! What rejoicing!
How the old bell shook the air,
Till the clang of freedom ruffled
The calm gliding Delaware!
How the bonfires and the torches
Shone upon the night's repose,
And from the flames, like Phoenix,
Fair Liberty arose!

That old bell now is silent,
And hushed its iron tongue,
But the spirit it awakened
Still lives—forever young.
And while we greet the sunlight
On the Fourth of each July,
We'll ne'er forget the bellman.
Who, twixt the earth and sky,
Rang out Our Independence,
Which, please God, shall never die!

—*Anonymous.*

A FEW SELECTIONS FROM WASHINGTON'S RULES OF
CIVILITY

"Show not yourself glad at the misfortune of another, though he were your enemy.

When you see a crime punished you may be inwardly pleased; but always show pity to the suffering offender.

Superfluous compliments and all affectation of ceremony are to be avoided, yet, where due, they are not to be neglected.

Do not express joy before one sick or in pain, for that contrary passion will aggravate his misery.

When a man does all he can though it succeed not well, blame not him that did it.

Be not hasty to believe flying reports to the disparagement of any.

In your apparel be modest, and endeavor to accommodate nature, rather than to procure admiration; keep to the fashion of your equals.

Associate yourself with men of good quality, if you esteem your own reputation; for 'tis better to be alone than to be in bad company.

Gaze not at the marks or blemishes of others and ask not how they came. What you may speak in secret to your friend, deliver not before others."

The following may be given as a concert exercise by the Fifth Grade boys:

'TIS SPLENDID TO LIVE SO GRANDLY

Tis splendid to live so grandly
That, long after you are gone,
The things you did are remembered,
And recounted under the sun;
To live so bravely and purely,
That a nation stops on its way,
And once a year with banner and drum,
Keeps the thoughts of your natal day.

'Tis splendid to have a record,
 So white and free from stain
 That, held to the light, it shows no blot,
 Though tested and tried again;
 That age to age forever
 Repeats its story of love,
 And your birthday lives in a nation's heart,
 All other days above.

And this is Washington's glory,
 A steadfast soul and true,
 Who stood for his country's honor
 When his country's days were few.
 And now when its days are many
 And its flag of stars is flung
 To the breeze in defiant challenge,
 His name is on every tongue.

Yes, it's splendid to live so bravely,
 To be so great and strong,
 That your memory is ever a tocsin
 To rally the foes of the wrong;
 To live so proudly and purely
 That your people pause in their way
 And year by year, with banner and drum,
 Keep the thoughts of your natal day.

—Margaret E. Sangster.

A RALLY

Little folks come marching forth,
 Little feet keep time,
 In the East and West and North
 And the Southern clime.
 Lay your lesson books away,
 Leave your sums undone;
 We must celebrate today
 Brave George Washington.
 Little yet you understand
 All his worth and truth;
 Only know he saved the land,
 Faithful from his youth.

WASHINGTON

Washington is the mightiest name on earth, long since mightiest in the cause of civil liberty, mightiest in moral reformation.

On that name a eulogy is expected. It cannot be. To add brightness to the sun or glory to the name of Washington is alike impossible. Let none attempt it.

In solemn awe pronounce the name, and in its naked, deathless splendor leave it shining on.—*Abraham Lincoln*.

WORDS OF WASHINGTON

Peace with all the world is my sincere wish.

Whatever services I have rendered to my country, in its general approbation I have received an ample reward.

The value of liberty is enhanced by the difficulty of its attainment; and the worth of characters appreciated by the trial of adversity.

I require no guards but the affections of the people.

Without virtue and without integrity the finest talents and the most brilliant accomplishments can never gain the respect and conciliate the esteem of the truly valuable part of mankind.

Good sense and honesty are qualities too rare and too precious not to merit particular esteem.

To persevere in one's duty and be silent, is the best answer to calumny.

It is a maxim with me not to ask what, under similar circumstances I would not grant.

Do not forget that there ought to be a time appropriated to gain knowledge, as well as to indulge in pleasure.

Knowledge is in every community the surest basis of public happiness.

Harmony and good will towards men must be the basis of every political establishment.

The love of my country will be the ruling influence of my life.

When another speaks, be attentive yourself and disturb not the audience.

Speak not evil of the absent, it is unjust.

Labor to keep alive in your breast that little spark of celestial fire called conscience.

Great Britain thought she was only to hold up the rod and all would be hushed.

When we assumed the soldier we did not lay aside the citizen.

Be cool, but determined. Do not fire at a distance; but wait for orders from your officers.

We must not despair; the game is yet in our hands; to play it well is all we have to do.

Let us have a government by which our lives, liberties and properties will be secured.

Promote, as an object of primary importance, institutions for the general infusion of knowledge.

It will not be doubted that with reference either to the individual or national welfare, agriculture is of primary importance.

The great searcher of human hearts is my witness that I have no wish which aspires beyond the humble and happy lot of living and dying a private citizen on my own farm.

Nothing but harmony, honesty, industry and frugality are necessary to make us a great people.

First impressions are generally the most lasting. It is therefore, absolutely necessary, if you mean to make any figure on the stage, that you should take the first steps right.

There is a destiny which has control of our actions not to be resisted by the strongest efforts of human nature.

Let your heart feel for the afflictions and distresses of every one, and let your hand give in proportion to your purse; remembering always the widow's mite, but that it is not every one who asketh that deserveth charity; all, however, are worthy the inquiry, or the deserving may suffer.

I consider storms and victory under the direction of a wise Providence, who no doubt directs them for the best purposes, and who brings round the greatest degree of happiness to the greatest number.

TOMMIE'S QUERIES

(To be recited by a very little boy as he stands before George Washington's picture.)

O you, who were so strong and bold,
George Washington in the days of old,
It seems so very strange to me
That you a tiny babe could be!
That you a little boy were, too,
And all a little boy's games could do.

George Washington, I love you true;
I love you; yes, indeed, I do!
For your kind old face and honest eyes,
For lips that never told wicked lies,
For all the things you said and did,
Which in the great, great books are hid.

But, Mr. George, I'd like to know
If Papas did things in that long ago
As Papas do now to a little lad
When he has been very, very bad;
Oh! please, when you cut the tree did you catch it?
And, please, did he take away your hatchet?

—*Selected.*

THE NEW GEORGE WASHINGTON

I am six years old,
And like play and fun
I mean to grow up
Like George Washington.
So when mother said,
"Who ate all the pie?"
I spoke like a man,
And said, "It was I."

John Wagner

But she didn't say
She'd rather lose the pie,
And know that her boy
Would not tell a lie.
She just shut me up
Where I could not see,
Then sent me to bed
Without any tea.

—*Anonymous.*

SOMETHING BETTER

(For a little girl.)

Copy
I cannot be a Washington,
However hard I try,
But into something I must grow
As fast the days go by.
The world needs women, good and true,
I'm glad I can be one,
For that is even better than
To be a Washington.

WHICH GENERAL?

Sometimes mama calls me "general"—
I wish I knew which one;
But I always try to tell the truth,
So I hope it's Washington.

Remember
But when I tell my papa that,
He laughs as loud as he can,
And says if she calls me "general,"
She must mean Sheridan.

Because whenever she wants me,
And I am out at play,
I nearly always seem to be,
'Bout "twenty miles away."

—*Kate W. Hamilton.*

IN MEMORY OF WASHINGTON

(This dialogue may be given by six pupils seated about a table upon which are a number of books. With the books open before them, each pupil may recite in a simple, natural manner, a brief quotation.)

FIRST SPEAKER—Well, boys, busy as ever I see. I suppose you are trying to find out all you can about Washington as our teacher requested. I should like to know what you have learned about him.

FIRST BOY—I have found that

“Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of Time.

Footprints, that perhaps another,
Sailing o’er life’s common main,
A forlorn and shipwrecked brother,
Seeing, shall take heart again.”

SECOND BOY—

“The best of all great men, and the greatest of all good men,” was he of whom Horace B. Wallace said:

“In moral qualities, the character of Washington is the most truly dignified that was ever presented to the respect and admiration of mankind.”

And Jefferson that, “He was, indeed, in every sense of the word, a wise, a good, and a great man.”

THIRD BOY—The great Webster wrote:

“America has furnished to the world the character of Washington! And if our American institutions had done nothing else, that alone would have entitled them to the respect of mankind.”

His fame was not confined to his own country, and Frederick the Great sent him greeting as "The Greatest general on earth."

FOURTH BOY—Napoleon said, "Posterity will talk of him with reverence as the founder of a great empire, when my name shall be lost in the vortex of revolutions." And Charles James Fox said, "I cannot, indeed, help admiring the fortune of this great man."

While Byron wrote:

"Washington's a watchword such as ne'er
Shall sink while there's an echo left to air."

FIFTH BOY—James Russel Lowell sang his praises in the words:

"Dumb for himself, unless it were to God,
But for his barefoot soldiers eloquent,
Tramping the snow to coral where they trod,
Held by his awe in hollow-eyed content;
Modest, yet firm as Nature's self; unblamed
Save by the men his nobler temper shamed;
Not honored then or now because he wooed
The popular voice, but that he still withstood;
Broad-minded, higher-souled; there is but one
Who was all this, and ours, and all men's,
Washington."

SIXTH BOY—And Whittier said:

"Thank God! the people's choice was just,
The one man equal to his trust,
Wise beyond lore, and without weakness, good,
Calm in the strength of fearless rectitude!
His rule of justice, order, peace,
Made possible the world's release;
Taught prince and serf that power is but a trust,
And rule, alone, which serves the ruled, is just;
That Freedom generous is, but strong
In hate of fraud and selfish wrong.

* * * * *

The winds of heaven would sing the praise of him
Our first and best!—his ashes lie
Beneath his own Virginian sky.”

And we, with John Marshall, will ever remember “The Father of Our Country” as one who was—

ALL—“First in war, first in peace, and first in the hearts of his countrymen.”—*Emma Taylor in Popular Educator.*

SUGGESTIONS FOR A VALENTINE SOCIAL AT THE SCHOOLHOUSE.

One factor that must enter into building and keeping a good modern school is suitable social life for the adult of the community as well as for the child in school. Pupils need opportunity for learning and practicing good social usage and leadership. Valentine Day and Hallow E'en offer such opportunity in a high degree. Interested and enthusiastic children, in co-operation with teachers and parents, can readily present an attractive and enjoyable program which should be given at the schoolhouse. This work should be well organized, and the program be of literary merit, even though the social idea predominates.

Planning the Program.—The first step in getting up a good program is a well defined plan and aim. This should be the work of the teacher-leader, whose next step is to enlist the help of an interested and enthusiastic school and community. Through tactful management in the division of work to be done, each individual can be inspired with a feeling of responsibility for best results. The committee plan is here recommended.

At a call meeting of teacher, pupils and representatives from parent-teacher association, the following committees should be appointed: decoration, program, refreshments, reception, and general arrangements.

The work of each committee must be under the teacher's supervision.

Decorations.—Decorations can be made by the children during hand-work periods, or after school hours. These decorations may consist of cardboard hearts cut from red cardboard or red cover-paper, and strung at regular intervals on red cotton cord. (Cardboard boxes, note cardboard, and white cotton cord can easily be stained red with aniline dye, red ink, or water color.) Make festoons of these strings of hearts. Bring these festoons to the center of the ceiling from the four corners of the room. Suspend from the center of the ceiling a large heart made of the same material as the smaller hearts. The cardboard decorations may be supplemented by green boughs, Spanish moss, leaves and flowers.

Postoffice for Valentines.—A postoffice, with its window, may be made by screening off a corner of the schoolroom where the "postmaster and his assistants" receive and distribute the valentines. The screen covered with white cloth can be made by the boys. Near the center of the screen they can make an opening of suitable size to serve as the postoffice window. This window should be framed with attractive decorations and surmounted by an appropriate sign in large red letters. The remaining part of the screen may serve as space for posters, such as "Rules of this Office," "Public Notices," and "Advertisements."

Near the postoffice a pupil may preside over a table filled with valentines for sale.

Materials for Making Valentines.—There need be little or no expense connected with making valentines beyond the equipment of any drawing class. Among the things needed are: scraps of all kinds and colors of clean paper (collected by the children), art cover-paper, light weight cardboard, a sheet of water color paper, a few cakes of water color, several water color brushes, a bottle of red ink, a bottle of black India ink (for writing verses and outlining pictures, pasted on cardboard), a box of crayola, library paste, pictures, and short appropriate poems cut from magazines.

Some Things to Make.—Children can make cards of various shapes, sizes, and colors, decorated with small articles, pictures, and verses; they can make booklets containing illustrated stories; small paper boxes to contain a few pieces of home-made candy; paper and cardboard toys; drawings, mottoes, and small useful articles for the home and school.

Valentines in the form of friendly letters to the aged, the sick, and lonely may be written during the writing period at school. The sewing classes can make dainty little handkerchiefs as their contribution to the valentine table. The manual training boys can mount Perry pictures or pretty landscape prints on a piece of board of suitable size and of dull color. If desired, this board frame can be stained with brown water color paint, and then polished with floor wax.

A valentine pie may be made by the primary pupils. It consists of a number of small articles, such as, cards, peanuts, apples, cookies, letters, thimbles, needles, etc., to each of which is at-

tached a string. These are grouped on a pie plate and covered with a brown paper crust. Marks with brown crayon will help to make the crust more realistic. At the proper time, opportunity is given to each person to pull one of the strings, and draw out a valentine. If the entertainment be money-making, a small fee should be charged. The school journals and women's magazines will give many other helpful suggestions. Above all, the teacher must see that each pupil and guest receives some bright and happy message.

Refreshments.—Refreshments should follow the short literary or musical program. These may be box suppers, oyster suppers, sandwiches and fruit punch (coffee for the grown folks), chocolate and cake, nuts and candy. A candy sale always helps to swell the income of a money-making social. The candy should be packed in dainty boxes that have been made by the children.

Music.—Plenty of good music is the best feature of a social evening at the schoolhouse. The music committee can secure numbers from the school chorus, the local orchestra, the glee clubs, etc. There is always some one who can be secured to sing a solo. The audience will enter into the spirit of the occasion better if you have them join in singing a number of old-fashioned songs, such as "Love's Old Sweet Song," "Ben Bolt," "In the Gloaming," "Listen to the Mocking Bird," "Coming 'Through the Rye," "Annie Laurie," "Gentle Annie," "Kathleen Mavourneen," "Aunt Dinah's Quilting Party," "My Bonnie Lies Over the Ocean," "Jingle Bells," and "Auld Lang Syne." The words of the songs selected can be written on the blackboard, or copies may be made for the use of the audience.

A pleasing number for the primary class is the old-time duet of "Reuben and Rachel." Quaint costumes will add much to this number. Victrola concerts and singing games may occupy part of the evening. For suitable numbers get Mari Hofer's "Children's Old and New Singing Games," and "Popular Folk Songs." Address G. Shirmir, New York City.

Literary Programs.—A story illustrated by a series of tableaux, or pantomimes can form an attractive feature of the evening program. Poems that lend themselves to this form of entertainment are :

Riley's "Old Sweetheart of Mine."

Whittier's "Maude Muller."

Longfellow's "Evangeline."

¹Scott's "Lochinvar."

Tennyson's "Enoch Arden."

Campbell's "Lord Ullin's Daughter."

Lear's "The Owl and the Pussy Cat."

When the poems are long, select only appropriate sections and passages for the reader.

A burlesque pantomime may create much merriment and admit of originality. For instance, the boat in the story of "Lord Ullin's Daughter" can be represented by the lounge, the "fiery steeds" by broomsticks, the "waters wild" by a piece of blue cheese cloth vigorously shaken by two of the actors.

Children will enjoy the reading of "The Tale of the Crystal Bell" by Joel Chandler Harris, "The Chaparral Prince"² by O. Henry, "Cinderella," and other fairy tales.

Entertainment houses publish a number of programs suitable for this occasion. Among them are:

"The Bachelor's Reverie." This is a program with a series of tableaux that may be simple or elaborate. Price 25c. A. S. Werner & Co., No. 43-45 19 St., New York City.

"A Vision of Fair Women," based on Tennyson's "Dream of Fair Women." It consists of a series of tableaux and forms a suitable program for a whole evening. Address A. S. Werner & Co., No. 43-45 E. 19th St., New York City.

The "House of the Heart," which is a suitable morality play for children of intermediate grades, is found in Mackay's "The House of the Heart and Other Plays." Price \$1.50. Address Henry Holt & Co., New York City.

1. Lechinvar can be obtained in cantata form for 25c. Time 15 minutes. Address: White-Smith Music Publishing House, 316 Wabash Ave., Chicago, Ill.

2. This number has been illustrated by a moving picture film.

